

Margarita Muñiz Academy
Learning and Living in Two Languages

Prospectus

Submitted: October 6, 2010

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INNOVATION SCHOOL INFORMATION SHEET

This sheet must be included in all prospectus submissions.

Proposed Innovation School Name:	Margarita Muñiz Academy
Full/Partial Conversion or New:	New
Proposed School Address (if known):	
Primary Contact Name:	Vanessa Calderón-Rosado, Ph.D. Chief Executive Officer, Inquilinos Boricuas en Acción (IBA)
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If conversion:

Existing School Name:	
Existing School Address:	

Proposed Innovation School opening school year: ☐ 2010-11 ☒ 2011-2012
Proposed duration of innovation plan (up to five years): ☐ 3 years ☐ 4 years ☒ 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	9	100	8-11
Second Year	9-10	200	17-22
Third Year	9-11	300	25-32
Fourth Year	9-12	400	33-44
Fifth Year	9-12	400	33-44
...			
At Full Enrollment	9-12	400	33-44

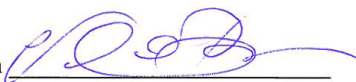
Will this school serve students from multiple districts? ☐ Yes ☒ No

INNOVATION SCHOOL PROSPECTUS CERTIFICATION STATEMENT

Proposed Innovation School Name:	Margarita Muñiz Academy
Proposed City/Town Location:	Boston, MA

I hereby certify that the information submitted in this prospectus is true to the best of my knowledge and belief.

Signature of Authorized Person



Date 10/06/10

Authorized Person Information	
Print/Type Name:	Vanessa Calderón-Rosado
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III. MISSION, VISION, STATEMENT OF NEED

A. Mission Statement

Learning and Living in Two Languages

The mission of Margarita Muñiz Academy (MMA) is to prepare students to be engaged citizens and leaders who are fluent in English and Spanish. MMA seeks to maximize each student's potential, developing courageous learners and effective communicators who successfully complete higher education and pursue careers which fulfill their lives and strengthen their communities. As college preparatory high school, MMA will serve as a model in secondary two-way bilingual education for the city, state and nation. MMA follows the design principles and best practices of the national network of Expeditionary Learning Schools. Parents, families and community partners are close allies in supporting our students and realizing the school's mission.

B. Vision Statement

Drawing on best practices of the Rafael Hernández K-8 Two-way Bilingual School in Boston, Margarita Muñiz Academy will offer a holistic, student-centered two-way bilingual high school education aimed at fostering community consciousness and preparing students for success in higher education. The school, with a total enrollment of 400 students, will act as a feeder high school for Boston's public bilingual middle schools (Sarah Greenwood, Rafael Hernández, Joseph Hurley, and John McCormack), all of which serve a high percentage of Hispanic and ELL students. As such, admissions priority will be given to students who graduate from one of the feeder schools. Classes in the school's college preparatory curriculum will be standards based and taught in both Spanish and English, creating a pathway aligned with the feeder schools. At Margarita Muñiz Academy, the purpose of acquiring fluency in a second language will go far beyond simple oral communication. As a two-way bilingual school, which will teach content in both English and Spanish, all students will learn to think and express themselves in both languages. In a recent policy brief, Diana Lam, a member of the school's planning group, writes, "A student can read Shakespeare in English and the poems of Pablo Neruda in Spanish. A student can study science in Spanish and mathematics in English, crisscrossing concepts and vocabulary in two languages to make a tight weave. Students do not travel back and forth across a bridge. The entire school experience takes place on the bridge. Students can camp out and make it a home, internalizing two languages to own them for the rest of their lives—the true meaning of language acquisition." On this bridge, students gain a better understanding of their native language while cultivating a deeper understanding and appreciation of other language and cultures.

Margarita Muñiz Academy will prepare students for participation in our increasingly globalized society through a curriculum that emphasizes culturally relevant investigations and by facilitating cross-cultural communication. Additionally, research has shown that students who are fluent in a second language demonstrate certain cognitive and linguistic advantages compared to their mono-linguistic peers, develop increased collaborative and cooperative skills, and demonstrate a deeper appreciation of other cultures and languages. To ensure that students receive an exemplary two-way bilingual education that is aligned with our feeder schools, Margarita Muñiz Academy will develop a comprehensive language use plan for all grades/courses operating in the school. As a college preparatory school, Margarita Muñiz Academy's curriculum and culture will be shaped by the expectation that every graduate will be accepted to a 4 year college. All students will graduate having demonstrated proficiency in classes, state standardized exams, and an interpreter test. Additionally, all students will be required to take AP Spanish and two years of physics. Alumni will receive ongoing support from a designated staff member and college data will be collected for each graduating class. More information about the comprehensive language use plan as well as other curricular elements can be found in the *Curriculum* section.

In order to offer the best educational program for our students, Margarita Muñiz Academy will invest heavily in professional development opportunities for staff, offering expanded professional development time and increased common planning time for core teachers. The school will incorporate best practices from the Hernández School and the Boston Plan for Excellence, including building Collaborative Coach and Learning Teams, as it creates a professional learning community aimed at encouraging teachers to “think like a teacher”. Professional development will afford staff the opportunity to observe, question, reflect, and make connections in order to improve their practice. Through residency and internship programs, the school’s two-way program would also act as a professional development resource, helping prepare teachers to better serve ELL students in the district. Full time staff at Margarita Muñiz Academy will also be offered the option of a 5th year paid sabbatical to allow for professional development, study abroad, and personal growth. Interested staff would forgo 20% of their salary for each of the four years prior to the sabbatical.

Margarita Muñiz Academy believes in the power of parents being deeply involved in their child’s education. The school will host information sessions for parents where the two-way bilingual curriculum is explained as well as the college process. The school will draw heavily from best practices of the Hernández School, requiring all parents/guardians to attend two progress conferences annually with the student and his/her advisor. Additionally, core/home room teachers will be expected to reach out to parents (via phone or in person) at least once per month to talk about curriculum, address concerns, and invite parents to participate in school activities. The school will also host several events for families throughout the year including Young Author’s Night and Two-Way Immersion Nights. Margarita Muñiz Academy will explore offering evening language classes for interested parents. In keeping with the interests of parents and the tradition of the Hernandez school, students will be expected to adhere to a dress code of khaki pants and a polo shirt with the school logo. The school’s colors will be purple and turquoise.

Margarita Muñiz Academy will be a community based school located in or near the Superintendent’s Circle of Promise neighborhoods. In addition to offering an intensive college preparation public high school in a high poverty neighborhood, the school will host several community events, including cultural celebration nights and an annual student-led theatrical production in both Spanish and English. The school is also exploring partnership options that will establish meaningful connections to the global community, including an 11th grade service learning trip in Latin America.

As an innovation school, Margarita Muniz Academy will seek autonomy over budget, staffing, governance, curriculum, and the school calendar to better meet the needs of students and families. See relevant sections of the prospectus for examples. On a daily basis, students can expect to take several core academic classes followed by additional elective style courses and internships geared towards college and career readiness. After school, students will have the option of participating in a combination of tutoring, clubs, and/or athletics. More information on student and staff scheduling can be found in the *Schedule* section.

C. Statement of Need

As a college preparatory, feeder high school for Boston’s public bilingual K-8 schools (Sarah Greenwood, Rafael Hernández, Joseph Hurley, and John McCormack), all of which serve a high percentage of Hispanic and ELL students, Margarita Muñiz Academy will support the school district’s mission of increasing student achievement and college success rates among Hispanic and ELL students, which comprise 39% and 21% of Boston Public School students respectively. According to a recent Boston Foundation longitudinal study of the Boston Public Schools Class of 2000, only 56.1% of Hispanic high school graduates enrolled in college within seven years of graduation, a significantly lower rate than their white, black, and Asian

counterparts.¹ A significant reason for this is a high dropout rate amongst Hispanic students and a low four-year graduation rate, which recently fell to 50.4% amongst Boston Public School students.² The experience of California's Calexico School District in the 1990's shows us that exposing students to a strong, late-exit bilingual education leads to a significant reduction in drop out amongst high school aged students.³ Boston Public School's Hispanic students who attend college are unlikely to earn a degree; only 23.9% of Hispanic college enrollees in the Class of 2000 obtained a college degree within seven years of graduation. College attainment rates for Hispanic students in Boston are significantly lower than national averages (between 8-16% depending on the type of institution) suggesting that the achievement gap that plagues Hispanic students nationally is exacerbated in Boston and requires significant interventions. The establishment of a college preparatory, bilingual Innovation school in Boston will have a significant impact on the educational outcomes of Boston's most at-risk students.

Research has shown that a strong, two-way bilingual education leads to increased language and communication skills, as well as the growth of linguistic capital, including audience, cross cultural and metalinguistic awareness. Fluency in multiple languages is also seen as a competitive advantage in an increasingly globalized world (which is estimated to be between 60 and 75% bilingual). Additionally, the Longitudinal Study of Structured English Immersion Strategy shows that students in late-exit programs (programs that provide more instruction in the student's native language over a longer period of time) outperform students in early-exit or structured immersion programs in terms of academic proficiency while demonstrating similar levels of language acquisition.⁴ Margarita Muñiz Academy's two-way bilingual immersion program would provide these benefits to native Spanish and English students while instilling a shared understanding and appreciation of human commonalities and differences that stems from exposure to multiple languages and cultures. Currently, Boston students do not have the opportunity to receive a comprehensive bilingual education in high school leaving a large number of students who graduate from bilingual middle schools without the opportunity to continue this educational experience.

Through the establishment of robust community partnerships, locating the school in or around the Superintendent's Circle of Promise area, and drawing students from surrounding neighborhoods, Margarita Muñiz Academy will align with the district's plan to dramatically change educational outcomes as part of the Circle of Promise initiative. The school can expect to serve a high percentage of poor and minority students given that roughly 90% of students in Boston's bilingual middle schools are non-white and roughly 75% receive free or reduced price lunch. Margarita Muñiz Academy also intends to embed arts deeply into the curriculum which will reduce the arts deficit that plagues many of Boston's high schools. Additionally, student led art projects (e.g. annual theatre productions in Spanish and English, open galleries, etc) will provide a particularly strong mechanism for students to connect with Latino culture while offering the local community greater access to artistic and cultural events.

In this new high school we plan to address, in a systematic way, the achievement of 21st century skills as well as explore the different ways in which we can use time and space to ensure the success of all students. The school will establish significant educational experiences outside of the typical school day and year, such as a required multi-week summer induction program for incoming students and an offsite menu of internships for all students as part of our core requirements. Our school will not be confined to the physical walls of a building. As a district innovation school, Margarita Muñiz Academy will have the autonomy and flexibility to offer a year-round calendar and have an extended school day. See the *Schedule and Calendar* section for specific proposals around the innovative use of time.

¹ Sum, Andrew. "Getting to the Finish Line, College Enrollment and Graduation: A Seven Year Longitudinal Study of the Boston Public Schools Class of 2000" *Center for Labor Market Studies: Northeastern University*. November, 2008.

² "Boston Shows School Improvement in Four-Year Graduation Rate" *Boston Public Schools*. <http://www.bostonpublicschools.org/node/3321> February, 2009.

³ Hillinger, Charles. "Calexico Defies Odds on Dropout Rate" *Los Angeles Times*. June 3, 1991.

⁴ Ramirez, David. "Longitudinal Study of Structured English Immersion". *Aguirre International*. February, 1991.

Margarita Muñiz Academy's prospectus is the product of many years of thoughtful conversation around the idea of starting a bilingual high school in Boston. Two members of the Margarita Muñiz Academy planning group, Meg Campbell and Diana Lam, were parents of students in the Rafael Hernández School several years ago. Campbell, who was chair of the school's parent council, recalls frequent conversation with other families about the need for a continued pathway for graduates of Hernández. Many years later, after establishing and running other public schools, Campbell and Lam returned to the idea of creating an in-district bilingual high school in Boston when the innovation process was announced. As the leader of the premier bilingual K-8 district school, both educators approached Margarita Muñiz with the idea of establishing an aligned high school. Muñiz gauged faculty, family, and community interest, which she found to be strong, and consequently joined the planning group. For more information on the Margarita Muñiz Academy planning group see the *Capacity of Applicant Group* section.

IV. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT?

A. Curriculum, Instruction, and Assessment

Margarita Muñiz Academy will implement a college preparatory, culturally relevant two-way bilingual curriculum that starts with an intensive, two-week summer induction program required for all incoming students. The summer induction program, which will be held in July, will be focused on language and cultural immersion and skill assessment and development.

Classes in the school's college preparatory curriculum will be standards based and taught in both Spanish and English, creating a pathway aligned with the feeder schools. The school aims for a 50-50 language split over the four-year grade span. To ensure that students receive an exemplary two-way bilingual education that is aligned with our feeder schools, Margarita Muñiz Academy will develop a comprehensive language use plan for all grades/courses, drawing on best practices at the Hernández School (see *Attachments* for the Rafael Hernández Language Policy). The language use plan will be developed based on the language use plans of our feeder schools, required state standards and associated tests, the availability of qualified bilingual staff in required content areas, and the availability of appropriate materials in Spanish. While the planning committee will explore a variety of two-way language options based on the above considerations, including language instruction by day and unit, the school will aim for each course having a designated language throughout the semester or year. In order to continue to develop Spanish language skills, students will be enrolled in two classes where Spanish is the primary language each year. Additionally, the school's language use plan will ensure continuity in subject-specific language allocation by avoiding multiple year gaps in a specific language. In similarity with the Hernández School, the language use plan will include a social language policy for non-instructional time (e.g. hallways, announcements, communication with teachers outside of class) through implementation of a designated language of the day.

As a college preparatory school, graduation requirements will go beyond the minimum requirements for entry to the University of Massachusetts. At Margarita Muñiz Academy, this will include 4 years of science (including 2 years with laboratory component, 2 years required physics), 4 years of mathematics, and 4 years of humanities seminar credit. The school envisions Humanities seminar credit being fulfilled each year through a combination of two single credit humanities courses (1 language course and 1 social studies course) or a double credit seminar integrating social studies and language. All students will be required to take one course in U.S. history and AP Spanish as part of their humanities requirements. Students will also be required to take electives and internships geared towards college and career readiness, arts, computer sciences, and/or a third language. The school is exploring establishing partnerships with organizations such as Dartmouth College (the planning group is in conversations with the Rassias Institute) for the internship and elective requirements. In order to graduate, students will need to demonstrate proficiency in all classes by earning a minimum of 70% as students who earn below a 70% in a course will not have demonstrated sufficient content mastery to be considered college ready. Additionally, research suggests that students who earn passing grades between 60% and 70% are less successful in college than peers who earn between 70% and 80%. The school believes that students, when provided with appropriate levels of encouragement and support, will rise to the challenge of higher promotion standards. As such, the Margarita Muniz Academy will request flexibility from the district in this regard, as an essential component of creating a high expectations college preparatory school. Students will also be required to complete a yearly rite of passage, and pass an interpreter exam. Classes, which will be organized in thematic units, will emphasize culturally relevant learning investigations. Additionally, all students will also be required to enroll in a college seminar class in the 11th and 12th grade, which begins the college planning process. Modeled after the Anchorage Public School Immersion Program, Margarita Muñiz Academy hopes to award a Boston Public Schools Immersion Completion Certificate to all students who successfully complete elementary, middle,

and high school district immersion programs (see *Attachment* section for more information on the Anchorage program).

Standard classroom practices will include a Do Now at the start of each class, common agenda board, and the consistent implementation of school-wide behavioral expectations. Every classroom must have the Do Now and guided lesson plan (including lesson objective and homework) posted to the main bulletin board. Teachers will be expected to consistently implement school wide behavioral expectations around school uniform, bathroom usage, hall pass, and classroom etiquette.

The school will rely on a variety of assessments to gauge student understanding and drive instructional improvements. All students will complete a language assessment test, reading test, and numeracy skills test during the summer induction program. Students who are identified as low skilled will receive additional supports in the classroom and in the school's after-school tutoring program. Students will be retested at the end of each academic year to evaluate growth over time. Teachers will also evaluate student learning through the consistent implementation of mini-quizzes and larger unit and final exams. The school will also develop rite of passage requirements for each year, which will include a combination of projects, theatre/arts presentations, oral declamations, and writing samples.

Roughly 21% of students at Margarita Muñiz Academy's four feeder schools are classified as special education. As such, the school expects a similar percentage of special education students and will implement a program that ensures that all students achieve academic success, including special education and English Language Learners. The curriculum's emphasis of culturally relevant, project based learning expeditions is well suited to the needs of diverse learners. Small classes will also ensure that students receive a high level of support and allow teachers to tailor lessons to support a variety of learning styles. All students will have an advisor who meets at least two-times annually with parents/guardians to have an extended conversation about a student's academic growth and social development. Advisors will create action plans with parents for students who are identified as needing additional support. The school's innovative skills testing program (starting in the summer induction program) will ensure that needy students receive additional in class and after school support through a targeted tutoring program modeled on the Hernández after school program. The school will establish a student support team that meets weekly to discuss students facing academic, social-emotional, behavioral, and other challenges. The team will review every student referred and create a specific action plan aimed at addressing root issues. As is the case at the Hernández School, Margarita Muñiz Academy will prioritize inclusion support whenever possible. The school will follow all Individual Education Plans and 504 plans and will hire specialists as needed. Additionally, the school will conduct ongoing staff special education trainings to ensure compliance.



B. Schedule and Calendar

As an innovation school, Margarita Muñiz Academy will have the autonomy and flexibility to rethink the typical school day in order to offer an extended school day and year for students, additional planning time for teachers, and increased professional development opportunities without incurring a significant increase in operating expenses. The school is exploring drawing from the best practices of the Brooklyn Generation School in New York City and the Generation Schools Network, where teachers instruct only three classes per day and have two hours of common planning team with their instructional team. At the Brooklyn Generation School, students take core or "foundation" courses in the morning and elective or "studio" courses in the afternoon. The afternoon periods also allow for specific students to receive remedial education or other support services. Core foundation courses are intentionally small (between 14-16 students) to allow for teachers to differentiate instruction and provide additional supports. The morning schedule, starting at 9:00AM, would feature two ninety minute class periods. Studio courses, starting at 1:00PM, would have between 24-28 students and run sixty minutes in length. Each day, students would have two foundation courses and three studio courses. Core foundation teachers will teach two foundation

courses (or a double credit seminar) and a studio course, with 2 hours of common planning time in between. Common planning time allows for instructional teams to work together to evaluate student progress, review data, share effective strategies, and co-plan instructional units and assessments. After school hours, which would be modeled on the Hernández After-School program, would run from 4:00-5:30pm, and include tutoring, athletics, and clubs.

School Day Pattern

Mathematics and humanities 'foundations' educators teach only one studio class a day, so while other colleagues are teaching the bulk of the afternoon courses, they have two hours for planning and goal-setting.

	9:00		1:00		4:00	5:30
Student Schedule	Foundation Course	Foundation Course	Lunch	Studio Course	Studio Course	Studio Course
Teacher Schedule	Foundation Course	Foundation Course		Studio Course	Common planning time for every Foundation Course teaching team every day (120 min)	Extracurricular Activities (optional for students & staff)
	Foundation Courses <i>Every Morning</i> 14-16 students per class (85 min)  <p>Courses target five regents exams:</p> <ul style="list-style-type: none"> ▶ Integrated algebra ▶ Global studies ▶ American history ▶ Living environment ▶ English 		Studio Courses <i>Every Afternoon</i> 24-28 students per class (60 min)  <p>Additional required courses:</p> <ul style="list-style-type: none"> ▶ Other sciences, advanced math, foreign language, etc. ▶ Electives and enrichment offerings ▶ Mandated services ▶ Data-informed remediation 			

SOURCE: Generation Schools Network Inc.

The school will also explore the feasibility of offering a multi-week instructional reprieve twice year for core foundation teachers, consisting of both vacation time and professional development. At the Brooklyn Generation School, staggered staff schedules allow for two mid year breaks while a second cohort of educators rotates through the grades teaching month-long “intensives” focused on college preparation, career readiness, and internships. At Margarita Muñiz Academy, the content of intensives would likely be based on a student’s grade level and include a mix of language immersion, college seminars, and off-site internships. In New York, this unorthodox use of time results in students receiving an additional 20 days of school while maintaining 180 contracted days for teachers.

Change of Pace

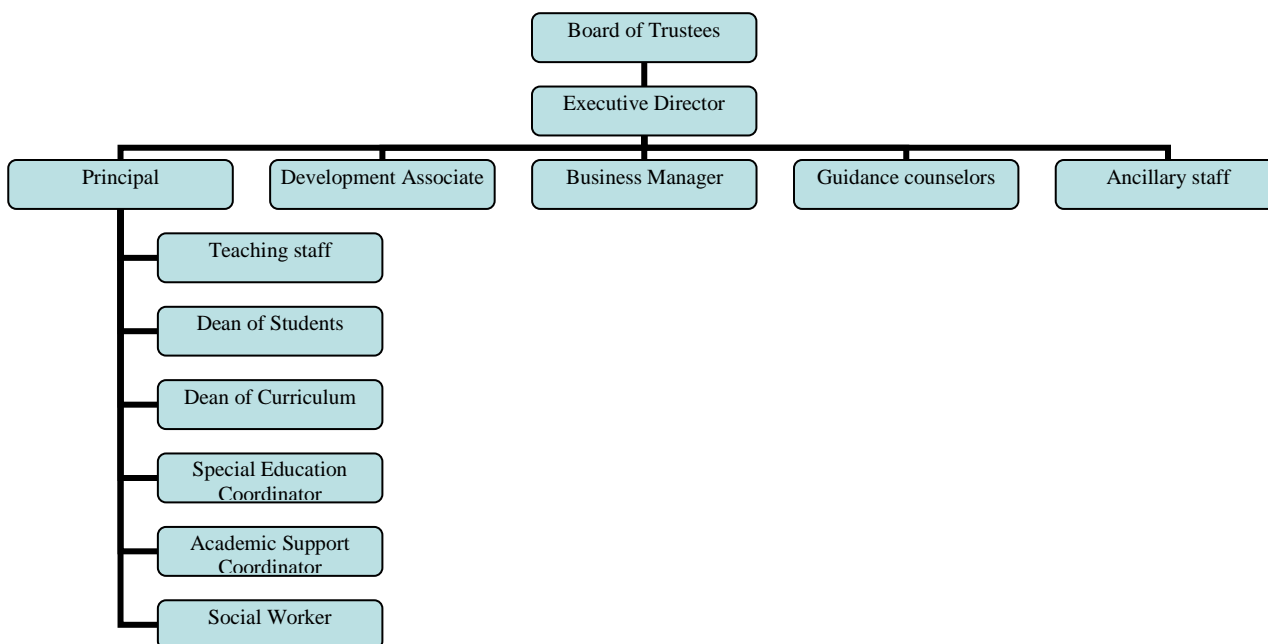
Teachers of the college- and career-focused intensive courses rotate through the grades, giving other teachers monthlong breaks.

12th Grade College Application and Financial Aid Support <i>Mid Aug.-Oct.</i>	Intensive-Course Teachers' Annual Schedule							
	10th Grade Intensive <i>Nov.</i>	11th Grade Intensive <i>Dec.</i>	9th Grade Intensive <i>Jan.</i>	Midyear Break	10th Grade Intensive <i>March</i>	11th Grade Intensive <i>April</i>	Midyear Break	9th Grade Intensive <i>June</i>

C. Staffing and Professional Development

Margarita Muñiz Academy will employ a quality instructional team that sets the highest academic expectations for our students and is committed to the concept of bilingualism and biculturalism. The school will seek autonomy from district hiring policies related to status and hire staff members that have knowledge of language and language development, a strong background in teaching the subject-specific content matter, a thorough understanding of multiple assessment practices that allow for regular and consistent monitoring of student progress, and an understanding of and appreciation for the cultural and community contexts from which our students and families come.

As a school of 400 students, Margarita Muniz Academy will hire roughly 7-11 core math and science teachers and 11-15 core humanities teachers (a teacher-student ratio between 11:1 and 16:1). The school will also hire inclusion teachers and specialists as needed in addition to ancillary staff (electives, wellness, etc). The school's student support staff will include a full time social worker, Dean of Students, Special Education Coordinator, and Academic Support Coordinator and may include additional positions as determined by the governance board. All teaching staff will report to the Principal as will the Dean of Curriculum and student support staff. Guidance counselors, a development associate, and business manager will report to the Executive Director as will ancillary staff. The leadership team will be comprised of the Executive Director, Principal, and Dean of Curriculum. The Principal will report to the Executive Director. In similarity to area charter schools, Margarita Muniz Academy envisions establishing a strong governance board that is directly responsible for hiring, oversight, and termination of the Executive Director.



In order to support the professional and personal growth of our staff, the school will invest heavily in both professional development opportunities and quality of life initiatives. Professional development will be both intensive and ongoing, occurring over multiple scheduled PD days and throughout the flow of a standard school day. Using best practices at the Hernández School, Margarita Muñiz Academy will establish a professional learning community where teachers are provided space and opportunities to observe, question, connect, and reflect in order to improve their instructional practice. As is the case with students, educators at Margarita Muñiz Academy will view themselves as learners who are focused on learning as they teach.

Margarita Muñiz Academy will implement the highly successful Collaborative Coaching and Learning Team model, currently in use at a number of public schools in Boston (including the Hernández School). In the CCL model, teachers are organized into collaborative coaching and learning teams based on department and grade level. CCL teams work in multi-week cycles with administrators and an instructional coach to develop a course of study based on classroom needs. Over the course of the cycle, teams create a

demonstration lesson that is practiced by a teacher who then receives feedback from his/her team. Each CCL also works together to review curriculum, examine student work, and share best practices. CCL teams develop multiple products including rubrics, assessments, investigations, and lessons. At Margarita Muñiz Academy, CCL teams will have several hours of designated meeting time each week due to the school's innovative scheduling practices.

As a two-way bilingual school, Margarita Muñiz Academy will develop its own teacher evaluation form and process, drawing on best practices of the Hernández School, area charter schools, and the Boston Public School's dimension rubric. As is the case with students, the school will use a variety of assessment practices to measure teacher progress. Teachers who are not meeting expectation will be provided with additional support and mentoring to move towards meeting expectations. Teachers who fail to make progress will be terminated or moved into the district pool, depending on collective bargaining agreements.

In order to establish a strong and healthy professional environment, the school is exploring launching several quality of life initiatives including the option for a paid 5th year sabbatical (staff interested in the optional sabbatical offer would forgo 20% of their salary for each of the four years prior to the sabbatical), several hours of daily common planning time for each core teacher, and two multi-week instruction reprieves (see *Schedule and Calendar*). The school expects that these initiatives will help contribute to a high staff retention rate. At the end of each year, staff will convene for multiple closing professional development sessions where all elements of the school's program are discussed and evaluated, including working conditions. Additionally, Margarita Muñiz Academy will ask all staff to complete an anonymous school climate survey which will include specific questions around working conditions and staff satisfaction. Administrators will use data gathered from professional development conversations and surveys to make improvements for the upcoming year.

The school will follow all IEP and 504 plans to ensure that special education and ELL students receive adequate instruction and appropriate support; the school will hire specialists and inclusion teachers as needed. See the *Curriculum* section for more information on the school's proposal for supporting diverse learners.

D. District Policies and Procedures

As an innovation school, Margarita Muñiz Academy will establish its own governing board which will be responsible for setting the school's long term vision and guiding the strategic planning process, in addition to providing budgetary oversight as well as hiring and evaluation of the leadership team. A separate foundation board will be established with the sole purpose of raising private donations to support expanded programming (e.g: after-school tutoring). The school's leadership team will be comprised of the Executive Director, Principal, and Dean of Curriculum. The school envisions the governing board being similar in representation and purpose to area charter school governing boards. The Executive Director will serve in ex-officio capacity. Annual performance evaluations for the Principal and Executive Director, which will draw from best practices of local charter schools and the city school district, will be sent to Boston Public School's Superintendant each year.

Margarita Muñiz Academy believes parents are essential to the success of the school. As such, the school will hold monthly parent council meetings open to every parent. Additionally, parent council will elect parent representatives for participation on the school's governing board.

Drawing on best practices of the Hernández School, Margarita Muñiz Academy will hold multiple year-end professional development sessions where staff come together to discuss and evaluate curriculum, instructional practices, and school programs. Each summer, the school's leadership team will draw on

parent council conversations, feedback gathered at year-end professional development, assessment data, and internal and external evaluations to make adjustments for the following year.

The proposed governance structure, which draws from best practices of area charter, pilot, and district schools, will allow Margarita Muñiz Academy to efficiently and effectively seek autonomy from the district in areas of budget, staffing, curriculum, and school year calendar to better meet the needs of students and families. See the *Budget*, *Staffing/Professional Development*, and *Curriculum* sections of the prospectus for more information on specific requests for autonomy and flexibility from the district in these areas. The school's enrollment process will be similar to district procedures for two-way bilingual K-8 schools. In accordance with district policy, the governing board will establish school based rules to supplement the Boston Public School's Code of Conduct. School based rules will be sent home with students in September as part of the school's Student Family Handbook.

E. Budget

Margarita Muñiz Academy will submit a detailed start up budget and three-year projected budget in its Innovation Plan. The school expects that the bulk of its budget will be allocated for staffing. The school will allocate a significant portion of the budget for language instruction and materials for Spanish and English teaching. Additional priority budget areas include remedial tutoring and funding for robust arts, electives, and internship programs. The school sees these priority areas as essential for providing a college preparatory, bilingual two-way education that prepares students to be consciousness and successful global citizens. The vast majority of the school's funding will come through the 'lump sum' per pupil funding formula. Funds for additional programming (after-school tutoring, clubs, sports, etc) will be raised by the school's non-profit foundation board. While the school will elect to purchase some discretionary services through the district, approved contracted services will be used in other cases when deemed appropriate and cost-effective.

V. CAPACITY OF APPLICANT GROUP

Margarita Muñiz Academy's planning group includes parents and faculty of the Rafael Hernández Bilingual Public School in addition to both local and national educators and community advocates. The group is united by a shared aspiration to meaningfully address what it sees as the most pressing civil rights challenge of the twenty-first century: the nation's education achievement gap and its impact on racial minorities. The group is troubled by the particularly poor educational outcomes of Boston's Hispanic students and believes in the transformative power of a student-centered, standard-based two way bilingual high school education.

Primary authors of the prospectus include Margarita Muñiz, an area educator who has spent nearly forty years in the field of bilingual education as both a teacher and school leader. The planning group recommends the school be named in honor of Muñiz, who was recently named Boston Public School's Principal of the Year in 2009, and has received local and national recognition for her pioneering work in two-way immersion programs including awards from Boston University, the Barr Foundation, Mayor Thomas Menino, Expeditionary Learning Schools, and the Massachusetts Association of Bilingual Educators. Additional authors include Vanessa Calderón-Rosado, Meg Campbell, Jesse Solomon, and Diana Lam. Calderón-Rosado is the Chief Executive Officer of Boston-based Inquilinos Boricuas en Acción, a \$2.8 million community building foundation established in 1968 to develop low and moderate income housing, provide support services to families, and promote and preserve Latino artistic expression. Campbell, a Barr Foundation Fellow and previous Hernandez parent council chair, brings ten years of experience as the Executive Director of Codman Academy Charter Public School, the only public school in the country situated within a community health center. Solomon, Founder and Director of the Boston Teacher Residency and Urban Teacher Residency Institute in Chicago, offers extensive experience in the field of teacher preparation and training. Lam, a former Hernández parent, brings nearly forty years of education experience as a former bilingual teacher, two-way school principal, and superintendent of urban districts with a high percentage of English Language Learners. Additional members of the planning group include Ken Larson, the Support Specialist for the Hernández School for the past twenty-three years, and Margarita Amy, Director of Instruction at the Hernández School. A statement of commitment and resumes for group members can be found in the *Attachment* section. The planning committee's extensive educational background, connections to local community organizations, and commitment to using proven best practices ensure that Margarita Muñiz Academy will become a leading two-way bilingual high school in the nation.

VI. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Margarita Muniz Academy will submit the prospectus on October 6, 2010 and is planning on receiving feedback within 30 days of the submission date. Over the next 1-2 months the planning group will review feedback and convene several forums to solicit additional input from various stakeholders including students, families, and community representatives. The planning group may be enlarged at this point to include additional representatives. Based on feedback gathered, the school will then create an Innovation Plan that addresses such aspects as facility, operations, budget, staff hiring, student recruitment and enrollment, curriculum, assessment, student support, and public and family engagement. The planning group expects this process to take between 1-4 additional months.

Prospectus established and submitted	Submitted October 6, 2010
Collection of additional feedback	Between Early November, 2010-December, 2010
Innovation Plan established and submitted	Between December, 2010-April, 2011

VII. MEASURABLE ANNUAL GOALS

In order to assess the school across multiple measures and provide the governance board with valuable benchmarks, the planning group proposes the following measurable annual goals:

Student Attendance	95% or higher
Student Safety and Discipline	Out-of-school suspension rate: 8.5
Student Promotion, Graduation, and Dropout rates	Promotion: 80% or greater Graduation (4 year rate): 70% or greater Dropout: 5% or less
Student Achievement on the MCAS	Math (Proficient/Advanced): 80% or greater Science (Proficient/Advance): 70% or greater ELA (Proficient/Advanced): 80% or greater
Progress in Areas of Academic Underperformance	100% promotion rate for students who repeat a grade
Progress Among Subgroups, Reduction of Achievement Gaps Among Subgroups	AYP for all subgroups

These goals will be revisited and further developed during the innovation planning process in conjunction with the Measurable Annual Goal template.

VIII. ATTACHMENTS

- A. Statement of commitments** (pages 18-23)
- B. Resumes** (pages 24-42)
- C. Additional Attachments** (pages 43-47)